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ABSTRACT

A Jonesboro, Arkansas project was designed and implemented to increase the awareness of vocational education, increase community support and involvement in vocational education, and establish improved communication in the vocational-technical education field. Interaction between the vocational-technical school and the local school community was a public relations effort by the school and the establishment of a communication network between the school and community. Major activities included a massive publicity campaign (news releases, public service announcements, fliers, brochures, pamphlets, open houses/tours, displays/exhibits/posters/bulletin boards, slide/tape presentations, speakers bureau), community needs assessment, and development of a model of a school/community communication program suitable for replication. Suggestions for the various public relations procedures are given. The VOICE model is provided with a matrix that presents the major activities, techniques, and procedures used to improve the school-community linkage. Appendixes include fliers and brochures, news releases, invitations, National Vocational Education Week publicity techniques, correspondence, and the needs assessment survey. (YLB)

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FINAL REPORT

Vocational Outreach Involving Community Exchange

(VOICE)

Project Number: R8202 (F4024)

Conducted By

Area Vo-Tech School
Jonesboro, Arkansas
Johnni Huckabee

In Cooperation With
Vocational and Technical Education Division
Arkansas Department of Education
Little Rock, Arkansas 72201

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ABSTRACT

This project was designed and implemented in response to the need to improve the awareness and involvement of the community in the local vocational technical education program. The overall purpose of this project was to increase the awareness of vocational technical education, to increase community support and involvement in vocational education, and to establish improved communication in the vocational technical education field.

The specific objectives of this program were: (1) to increase the level of public understanding of vocational technical education in the local community, (2) to increase community support for the local program, (3) to improve communication between the vocational technical program and the local community will be improved.

The focus of these project activities was placed on positive interaction between the vocational technical school and the local community. The major activities included: (1) a massive publicity campaign, (2) a large scale community involvement effort, (3) a community needs assessment, (4) a school/community communication program and the development of a model which could be used by other schools.

Numerous innovative techniques essential to the implementation of a successful public relations type campaign were developed. These included such procedures as establishing an advisory council, involving the advisory council in a public relations effort, broadcasting suggestions, methods of handling news releases, and several other good procedures. These procedures were developed and field tested in this study. Most of these methods proved to be successful and could be easily replicated by other schools within the state.

While this project employed a full time coordinator, many of the procedures developed could easily be replicated by existing staff members.

INTRODUCTION

The National Center for Research in Vocational Education recently surveyed 5,000 adults about their attitudes on vocational education. When the surveyors asked how well vocational programs prepare young people for jobs, only 59 per cent of the respondents said, "fairly well", or "better." This means many people are not sure of the quality and relevance of occupational training programs being offered.

New pressures created by a lack of skilled workers to satisfy the demands of the labor market, the unemployment crisis, increasing budgets and problems of the economy challenge the best of vocational educators to discover and implement positive techniques that will aide the school in projecting a good public image and at the same time solicit supportive participation from its most valuable resource, the community.

These trends found at the national level also exist at the local level. The Area Vocational Technical School of the Northeast Arkansas community of Jonesboro is continually dealing with miseducation, misinformation or no information concerning the local program. Many community members think the vocational technical program exists for the non-academic students. A large number of parents and community members have little knowledge of the scope of the local vocational technical program. Misconceptions about the program often result in poor referrals and student placements being made by professional educators. Also, many local businesses and industries feel alienated in that they have little input into the curriculum design of the vocational technical education program.

The need for research and development activities in vocational education which would improve and expand the linkages between the school and the community was evident in the Jonesboro community. The project, Vocational Outreach Involving Community Exchange (VOICE) was created and conducted to meet this need.

Some of the major industries are: Riceland Rice Co., General Electric Co., Colson Corporation, Krueger Printing Co., Alton Box Co., Walker Manufacturing Co., John Bean Division of FMC, and Hytrol Conveyor Company.

The Area Vocational Technical School of the Northeast Arkansas Community of Jonesboro is continually dealing with miseducation, misinformation or no information concerning the local program. Many community members think the vocational technical program exists for the non-academic students. A large number of parents and community members have little knowledge of the scope of the local vocational technical program. Misconceptions about the program often result in poor referrals and student placements being made by professional educators. Also, many local businesses and industries feel alienated in that they have little input into the curriculum design of the vocational technical education program.

The need for research and development activities in vocational education which would improve and expand the linkages between the school and the community was evident in the Jonesboro community. The project, Vocational Outreach Involving Community Exchange (VOICE) was created and conducted to meet this need.

The local project, VOICE, has been a highly successful endeavor at involving local community members in activities designed to remove communication barriers between the vocational technical education program and the community. This effort has led to increased involvement and participation by the community members in the local vocational technical education program. Detailed descriptions of these activities have been set out in this narrative.

OBJECTIVES

The overall goal of this project was to increase the awareness of vocational technical education, increase the community support and involvement in vocational education, and establish improved communication in the vocational technical education field.

The specific objectives of these project activities were:

(1) To increase the level of public understanding of vocational technical education in the local community. It was expected that at least 80 per per cent of all community members involved in project activities would increase their understanding of vocational technical education by at least 50 per cent as determined by a pre and post test instrument.

(2) To increase the support for the local vocational technical education program. It was expected that an increase of at least 50 per cent would be seen in the number of individuals supporting vocational education as determined by existing support figures derived from a needs assessment instrument and compared with a follow up survey near the completion of all project activities.

(3) To improve communication between the vocational technical education program and the community. It was expected that an improvement of at least 25 per cent will be found in the communication of the vocational technical education program as determined by the responses to a pre and post survey to be administered to a target group of community members.

(4) Techniques used to improve communication skills will increase. It was expected that the number of techniques used to improve communication will increase by at least 75 per cent. This was measured by keeping records and comparing with previous numbers of techniques used.

It was expected that several spinoff benefits would occur as a result of this project. Among these expected benefits were a strong liason between the business community and the vocational technical school and an improved job placement for graduating vocational technical students. The direct benefits expected to be outcomes of these activities were:

1. An improved communication program between the vocational technical educational program and the business community.
2. An increase in the involvement of parents at large and other community members in the vocational technical education program.
3. The development of a public relations campaign for vocational technical education.
4. The development of a model program which could be replicated in other vocational technical programs within the state of Arkansas.
5. Prospective vocational technical students will be better informed about the curriculum and more capable of making decisions affecting future career alternatives.
6. Increased awareness of vocational technical education and an improved public image for the program.

PROCEDURES

The project was designed to focus on positive interaction between the vocational technical school and the local school community. This interaction was in the nature of a public relations type effort by the school and the establishment of a communication's network between the school and the community. These efforts were designed to elicit an increase in the support and involvement of the community in the vocational technical education program.

The essential steps followed in this program design included:

1. Assess the problem
2. Establish objectives
3. Establish advisory council
4. Conduct needs assessment
5. Conduct intermittent advisory council meetings
6. Implement program activities
    a. Slide/tape presentations
    b. Local media coverage
    c. Open House
    d. Development of printed materials
    e. Other (listed in appendix)
7. Evaluation activities
8. Conduct concluding activities
    a. Compile findings
    b. Construct model
    c. Complete end of year report

The methodology employed in the delivery of these services included:

1. Speaking engagements to local civic groups, university classes, PTA groups, church groups, secondary school students.

2. Informal luncheons with local business and industry.

3. Development and presentation of several programs on local radio.

4. Field trips to local businesses and industry.

5. Development and circulation of printed materials such as brochures, pamphlets, flyers, and local newspaper articles.

6. Organized telephone campaign.

The procedures followed were much like those of a public relations campaign.

Effective linkages require a team effort; therefore, extensive efforts were made to open lines of communication among the internal publics and external publics to insure maximum effectiveness of a broader based delivery system to meet the needs of the community.

An advisory committee, representative of the various segments of the community, was utilized to facilitate the accomplishments of this program improvement activity. The advisory council was a major key to the success of this school/community linkage endeavor. The model portrays the continual interaction with the advisory council regarding internal and external public relation techniques. The contribution of an active advisory council cannot be over emphasized. Every community has available individuals -- older, younger, or at mid-careers -- who would welcome an opportunity to help improve the linkages between the school and community.

Survey instruments were developed to determine the extent that individuals and groups in the community were aware of services and training available at the area vocational technical center. Pre-test and post-test were used when speaking to civic clubs, church groups, P.T.A. meetings and students. These

presentations resulted in significant increases in the public understanding of vocational and technical education in the local community.

Letters were written by each instructor informing the parents about their program and inviting them to attend an open house. Printed invitations were sent to legislators, community officials, civic leaders, administrators, counselors, school board members and business and industry representatives. Each group was well represented. Advisory committee members took an active part in hostessing the event by staggering their time throughout the day so that at least one member was present at any given time. Success of the open house was enhanced by delicious refreshments prepared by the Commercial Foods Class and attractive door prizes of floral arrangements designed by the Horticulture Class. (See appendix for sample invitation and letters)

Creative ideas were used in developing attractive displays, exhibits, posters and bulletin boards. These can be effective in publicizing vocational programs and special events. Posters and bulletin boards should attract the public's attention and cause them to stop and read or observe the message. Students became much more informed of the occupational training opportunities through the informative displays, classroom presentations and tours. Tours were set up for the area high school students to visit the vocational programs. Bill boards, marquees, and displays in shopping centers were also used to promote vocational education.

Since this program improvement project involved a coordinated community approach, it was evident that mass media would be a major factor to the success of the endeavor. Periodic use was made of the newspaper, radio, and television media. All sources of media were very cooperative and supportive. There were numerous articles in the newspaper, radio and television interviews and public service announcements. Many communities do not have these sources of media in their immediate locality, however, most are served by

mass media. It is recommended that contact be made with newspapers, radio stations and television stations that serve the locale. They will be glad to work with the school regarding news releases, interviews, and public service announcements.

Slide/tape presentations were developed for use at civic clubs, area school presentations and television programs. Slide/tape and oral presentations were given to civic groups, business/industry groups and school groups in a 25 mile radius of Jonesboro. Many of the radio interviews were a result of these presentations.

Within the framework of the procedures set out above, a number of effective techniques were developed and utilized which proved to be very essential to the success of this project. These techniques are:

1. Establishing an advisory council
2. Involving your council in public relations
3. Guidelines for preparing a news release.
4. Broadcasting suggestions
5. Photography tips
6. Constructing flyers, brochures and pamphlets
7. Open house tours
8. Requesting proclamations
9. Creating displays, exhibits/posters/bulletin boards
10. Developing slide presentations
11. Establishing speakers bureau
12. The Voice Model

A description of the procedure was developed and followed in implementing each of these techniques. These descriptions are on the following pages.

ESTABLISHING AN ADVISORY COUNCIL

An essential first in an effective public relations project is the establishment of an advisory council. It can contribute substantially to education in a variety of ways. The council can provide curricular advisement on training needs and ways to keep instructional content current. It can assist schools with job placement of graduates. The advisors can assist with the evaluation of programs and can help to build respect and prestige for your program.

Following is a checklist of essential suggestions to follow in establishing an advisory council:

1. Obtain approval from the school board and administration.

2. The size of a council will be determined by the scope of responsibilities and the size of the school and community. It should not be so large as to be cumbersome nor so small as to be unrepresentative of major groups. (Usually range from 5-17 members)

3. Each advisory council should have at least one representative of business, industry and labor, a community cross section in terms of sex, race, age, occupation, socio-economic status, geographical location and should include representation of women, minorities and handicapped.

4. Select informed and capable individuals - busy and productive people who enjoy responsibility.

5. In selecting members keep two factors in mind: (1) the council provides advisory service for the school personnel and (2) they are in a position to do a selling job to the public concerning school programs.

6. For the first year of council operation, appointments should be made for one, two, and three year terms (usually determined by drawing lots). In succeeding years members should be appointed for three year terms.

7. After selection of the council, each member should be personally contacted and congratulated by the school administrator. An official appointment letter from the Board of Education should also be sent.

8. The first meeting should be held no later than 30 days after the council is adopted.

9. A well-planned agenda should be included in a letter informing date, time and place of meeting.

10. Show your appreciation to members for their time and committment to your program. (Appreciation dinners, birthday rememberances, holiday mementos, etc.)

INVOLVING AN ADVISORY COUNCIL IN PUBLIC RELATIONS

An advisory council can be one of the best resources for public relations. Listed below are ways to involve a council in public relations.

1. Provide speakers to address trade and civic groups concerning the value and functions of vocational education.

2. Provide stories to local news media concerning school programs.

3. Advise employees and their families of school programs in vocational education through bulletin boards, company publications, enclosures in pay envelopes, etc.

4. "Sell" vocational education through contacts with friends, business acquaintances and clubs.

5. Become thoroughly acquainted with the vocational education program; its objectives, its problems, its successes. Know the story and tell it whenever you get the chance.

6. Obtain public service time on radio and television.

7. Distribute minutes of council meetings to school board members, teachers, administrators and other interested persons.

8. Publish an annual report.

9. Invite school board members to your meetings and attend board sessions.

GUIDELINES FOR PREPARING A NEWS RELEASE

1. Gather accurate information. As a general rule, a release should answer the six basic questions: WHO? WHAT? WHERE? WHEN? WHY? HOW?

   Make a few notes concerning the subject. Then think what would be interesting to you if you saw it in the newspaper.

2. Type the release, double spaced, on 8½ x 11" plain white paper, use generous margins and indent paragraphs. Start 1/3 of the way down on the page except for source information.

3. Source information should be at the top left corner of the first page and should include:

   ..the full name and address of your organization (school)
   ..the writer's name
   ..a telephone number (night and day if necessary) where the writer can be reached.

4. The opening paragraph or "lead" is most important and should contain the most vital elements of the story. If the "who" is most important, use that. If the "what" is the main reason for preparing the release, use that.

5. Be accurate, precise, complete. Be very sure to spell names correctly. Give proper addresses.

6. The story will be more interesting to readers if quotations are included from someone involved with or knowledgeable about the subject of the release.

7. End each page with a complete paragraph.

8. Make it short, if a second page is necessary, write "MORE" at the bottom. At the top of page two, flush with the left margin, put the subject of the release and the date.

9. Use any of the following marks to indicate the end of the story: "30" or "###".

10. Consider the deadlines of the local press when planning and writing your story. Get the story in as far in advance as possible.

11. Be sure that vocational education is mentioned in each release dealing with specific programs, events, organization activities of people.

12. Hand carry the story to the newspaper office. The personal contact may increase the probability of getting the story into print.

13. It is not always necessary to write a news release or cover an event personally. If the event is important or interesting enough, the story may be called into the newspaper and, if possible, a reporter will be sent to do the story. Be sure to give the newspaper sufficient advance notice. It is a good idea to have something written for release, in case at the last minute the reporter is unable to cover the story.

14. If the story does not appear in print when expected, ONE follow-up call to the reporter is acceptable. Find out why it didn't run; this information may be benificial for future articles.

BROADCASTING SUGGESTIONS

Public service announcements can be prepared and submitted to a radio or television station. Many television stations have a public service calendar which reports upcoming events of courses. For this type of announcement a script with the necessary facts is all that is necessary.

1. Place your name, institution, address, and phone number on the top of the page. Identify as a 10-second, 30-second or 60-second announcement. Note the dates you want it to be aired.

2. Type copy in capital letters and double or triple space. Leave a two inch to three inch margin on the left and a one inch margin on the right. Ask the station about any other copy requirements.

3. Keep announcements simple, use familiar words and short sentences. Announcements should be written in a clear, direct fashion. Use simple language and provide phonetic spelling for unusual names or words. Avoid s's as much as possible - a lot of them will make a message sound as though it was recorded in a snake pit. Repeat phone numbers or critical dates if possible.

4. Work closely with the stations in your area in order to develop and produce high quality announcements.

5. Standard lengths for radio announcements are 10, 20, 30 and 60 seconds. Time the announcement yourself with the aid of a second hand or stopwatch, reading at a normal speed.

   A 10-second announcement = about 25 words
   A 30-second announcement = about 65 words
   A 60-second announcement = about 120 words

6. Don't mix lengths on a page - make them all 10 seconds messages, all 20 seconds, etc.

7. Concentrate on only <u>one</u> topic in each announcement. Because the time is so limited only one point can be made effectively.

8. List a contact person at the top of each page.

9. If announcements have a time limit, put DO NOT USE AFTER (date) at the top of each page.

10. When preparing copy for television spot announcements, number the slides in the sequence of appearance and give a brief identification in the left hand margin. Indicate with an "X" when you want the slide to be changed.

PHOTOGRAPHY TIPS

The visual image can be a powerful means for promoting vocational education. Because people are increasingly oriented toward visual communication, this approach should be relied upon frequently in a public relations effort.

1. Photographs can add interest to a story or can be released alone. Newspapers prefer black and white prints with a glossy finish (matte) finish if the photo is for television use). Color slides are more effective and appropriate for television use.

2. Many newspapers have their own photographers who can take photos of specific events or people to accompany a story. Call the editor or person to whom releases are sent to request a photographer. Be sure to have precise instructions about time and place, including where photographer may park.

   a. Be sure the photographer knows what the point of the photo is, and perhaps suggest how it might be set up.

   b. Rather than ask a photographer to sit through an event, it is often possible to gather all the principals backstage before the event starts and pose the presentation. This is, of course, not feasible if the announcement is to be a surprise. However, the photographer may be invited after the official ceremony and pose the presentation.

   c. If photographs are for release to more than one newspaper, publication, or TV station, get different poses for each release.

3. Avoid group shots of more than four people.

4. If the photography will be done personally, here are some pointers. Focus precisely. Photos with strong dark/light contrast reproduce the best. Avoid large foregrounds and clutterd backgrounds. Whenever possible, get action in the short - avoid line ups.

   a. Be familiar with the camera being used. It is a good idea to take a couple of shots from various angles at different settings until confidence in camera skills is developed.

   b. Keep the subject of the photograph simple.

   c. A close-up of one student working or studying is often more effective than a group of classroom shot. Fill the frame with the subject being photographed.

   d. A caption should be included with all photographs with correct information about the event and persons. Include a contact person, a phone number, and "date for release after". This caption should be typed double spaced and attached to the back of each photograph released. Do not write on the back of a photograph.

5. Photographs have program awareness value beyond the story of the moment. They should be identified fully and filed carefully for later use in other articles, exhibits, annual reports, flyers, scrapbooks, newsletters, etc. Devise a filing system that will work for you. Probably a file by program would be the easiest to set up and use.

CONSTRUCTING FLYERS, BROCHURES AND PAMPHLETS

Flyers, brochures, and pamphlets are probably the most common forms of printed material for giving information briefly and inexpensively. Even when produced on a limited budget, they can be very effective.

1. Preparation of brochures should take into consideration the audience to be reached and the message to be conveyed. For recruitment purposes, specific program information should be provided. To stimulate public awareness, more general information on vocational education may be used.

2. Particular attention should be given to brochure layout and design. The brochure should be attractive and eye catching. Simple illustration, photos, or graphic designs add interest and make brochures more interesting. Brochures generally are more effective with more illustrations and less text.

3. IMPORTANT: Do not forget to include the following non-discrimination policy statement on all publication. It is required by law!

   > The Arkansas Department of Education does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex or handicap.

4. Do not overprint brochures as printed materials may become outdated in a fairly short time. It is better to reprint if more are needed. If reprinting is necessary, information may be updated at that time.

5. A flyer or handout sheet will contain less information than a brochure, but its visual impact can be greater. These flyers or handouts can be distributed in a variety of ways. They may be handed out at public meetings, sports events, or annual meetings of various organizations. A local business or industry may be willing to finance and distribute such an effort in return for recognition on the flyer and as a tax deductible public service. Student organizations may sponsor such an effort and public utilities (electric, gas, telephone) may be willing to mail them with their monthly statements. It may also be effective to post the flyers where they have high visibility to large number of people.

6. Several important facts to keep in mind when producing these printed pieces are:

   1. Identify the target audience.
   2. Organize the information that is to be shared, keeping copy brief and to the point.
   3. Be factual and honest.
   4. Use photos only if good ones are available and the publication will be printed professionally. Keep graphics simple on the cover. Select a title that identifies the topic clearly.
   5. If at all possible, use color to catch the reader's eye.
   6. If colored paper is desired, avoid dark shades. For readability, white or off-white is the best.
   7. Become a brochure collector. When an attractive one if found, study it. Figure out what made it more appealing. Then file it. An opportunity to use the same idea may occur later.

STEPS IN CONDUCTING OPEN HOUSE/TOURS

An open house or tour of a facility provides an excellent change to show visitors and prospective students not only the building and grounds, but the total awareness of what the school or program is doing for individuals and for the community.

1. Devote whatever amount of planning is necessary to give the program and school the best possible "look" for such a tour.

2. An open house can be held for the public, in which case widespread announcements, invitations, and publicity will be necessary. Give the public a reason to attend.

3. An open house can also be held for a selective audience - business and industry in the community, parents, teachers, etc. These invitations should be personalized and give the recipient a reason to attend.

4. Follow up on initial invitations and make certain prospective visitors are well informed about the correct date and time for the open house.

5. Consider all avenues for publicizing the open house. Flyers and posters to advertise and invite, make people aware of what's happening, even if they cannot attend. Of course, newspaper, radio, and on a more limited scale, television, are all available for publicity before, during and after the event.

6. Provide name tags for all school personnel involved in the event.

7. Use signs to direct people through the building.

8. Design route for tour with good traffic flow, avoiding cross traffic.

9. Arrange for staff members or students to greet guests or act as tour guides.

10. Some suggested activities for an open house include:

    ..displays of actual projects and products made by students.
    ..explanations and demonstrations by both students and instructors of programs offered at the school.
    ..hands-on activities where visitors can experience some of the activities that are part of the training.
    ..Time for visitors to browse at their leisure. Be sure to have persons available to answer questions.

11. If circumstances and funds permit, consider providing refreshments and door prizes for visitors. (Perhaps refreshments prepared by students and plants from the greenhouse or a project made by students in one of the programs given as door prizes.)

12. A related activity might be to offer the vocational facility as a potential meeting site for various groups within the community.

REQUESTING PROCLAMATIONS

Proclamations are a method of making the public aware of the vocational programs in your area. A day or week may be proclaimed in honor of a person, program or facility. This can be done by the mayor or a county official. The Governor generally declares the second week in February as Vocational Education Week in Arkansas in conjunction with National Vocational Education Week.

1. Request the proclamation at least a month in advance. Be sure to explain the purpose of the proclamation.

2. Provide a sample proclamation or the original copy of the proclamation as requested by the official who will sign it.

3. It may be desirable to request a signing ceremony with appropriate representatives from vocational education and the community. Inform the local media if such a ceremony is arranged; coverage may be desired.

4. A news release may be written with the information on the reason for the proclamation and any activities that are a result of it. This can be distributed prior to the events or immediately following them.

5. Reporters from each of the vocational clubs should arrange to take pictures for individual clubs and have copies of the proclamation reproduced for scrap books.

CREATING DISPLAYS/EXHIBITS/POSTERS/BULLETIN BOARDS

The key to effective displays/exhibits/poster/bulletin boards to publicize special event or regular vocational program is to attract a person's attention and make him or her stop to read the message.

1. Keep in mind when using these particular methods that they should be kept simple, timely, informative, and attractive.

2. Let the dominant idea stand out clearly through the use of larger type color or white space around it.

3. First determine where "displays" can be set up. Elementary and secondary schools, shopping malls, store windows, banks, court houses, and office buildings are but a few of the opportunities for using displays.

4. Obviously, a display must be appropriate for the space available. Request space well in advance of the date of display. Then plan the display to make one point--remember that simplicity and interest are the key factors.

5. Topics for displays could include:

   ..Co-op opportunities.
   ..Nontraditional training.
   ..How people are served by vocational education.
   ..Specific programs.
   ..Youth organizations.

6. If space permits, use displays which show work done by students in class. The actual product is most effective; but if space prohibits, photos can be effective in getting the message across. Use lettering large enough to be easily read and keep the message simple.

7. Live displays/demonstrations have been extremely successful in shopping malls. Equipment, students and instructors can present a realistic picture of what a specific vocational program involves. In such demonstrations, talk with people who stop to watch. Personal contact is important! In using the "show and tell" method, effective recruitment for future vocational students and support for vocational education programs.

8. To cut expense the use of colored ink on paper of another color can give the two-color effect without extra expense. If sturdy posters are needed, consider having them printed on a light weight paper and then attach to rubber cardboard with rubber cement.

9. It is helpful to have some sort of brochure/flyer/souvenir to hand out to people. This provides a more permanent reminder of what was presented in the demonstration/display.

10. Self-addressed tear off cards with which an individual can request more information are a good method of supplying people with more information.

11. Billboards may be rented from or donated by companies or organizations when not in commercial use. Again, it is important to consider what message to use - simple, to the point and informative.

12. Banners may be used effectively to advertise special events. Make your own by applying fabric letters with stitch witchery, then zig zagging around letters and you will have a banner that is attractive, inexpensive and reusable for many year.

DEVELOPING SLIDE PRESENTATIONS

Because we receive it through two senses - sight and sound - people are likely to remember a message transmitted through the audio visual media. Slide/tape presentations can be a very effective media for keeping the public aware of the many facets of vocational education.

1. Before it is decided to produce a slide show, be sure that the subject or message can be presented visually. The primary message of a slide show is visual. If the topic does not lend itself to visual interpretation you should consider using a different medium.

2. Slide presentations are versatile. They can be easily updated or changed to suit various audiences. The narrative can be an informal comment, a prepared script or a taped narrative.

3. Basically, the steps in putting a slide show together are: (1) write the script, (2) get the slides, (3) revise the script, (4) combine the slides with sound.

4. Prepare a script outline with the points desired to make in their approximate order. Make a note of ideas for slides which should illustrate those points.

5. In writing the final script give special attention to the introduction. It should be interesting and catch the interest of the audience, as well as introduce the topic.

6. The body of the show should be a logical progression from one point to another with verbal transitions.

7. A strong summary or conclusion is imperative. Give your audience something to remember. The slide show may lead to more discussion or it may be self explanatory.

8. The most effective slide presentation usually lasts 8-10 minutes and uses approximately 75-100 color slides.

9. Slides should be kept on screen no less than three seconds and no more than eight or ten seconds, unless for special effects. Use as many or as few slides as necessary to illustrate each point.

10. For title slides or visuals, clarity, color and interest are vital. Draw or write out what is needed on posterboard or paper.

11. In putting a slide presentation into final form, remember the combination of music, tones, voice recordings, etc. If additional expertise is needed, local radio stations and music stores can be helpful.

12. Statistical data should be kept to a minimum and illustrated clearly.

13. One word of caution: Keep the audience and message always in mind. Don't try to do too much with one presentation.

14. If the photography is done personally, see the suggestions on photography. The same principles of composition apply. Vary the use of close ups and groups. Remember with slides you are dealing with color.

15. The projectionist should always be given a copy of the script cued with a red dot to indicate the points at which the slides should be advanced. Automatic synchronizations sometimes fail and a cued script in the projectionist's hand can save the day.

16. When a presentation is made, introduce it with a few pertinent remarks and always allow time afterwards for questions and discussions.

ESTABLISHING A SPEAKERS BUREAU

The need to involve more non-school people in the schools has been well accepted. One of the best ways to expand the horizons of students and to provide them with up-to-date career information is to bring people from the community, who are practicing in the areas of career interest to students, into the classroom as resource people. This also provides the opportunity for resource people to become familiar with the vocational technical program.

1. A letter should be sent to teachers, administrators, counselors, advisory committee members, business and industrial leaders, community leaders, former students, etc., as to availability and willingness to speak to groups. Determine from each individual contacted the aspect of vocational education on which they would be willing to speak.

2. Organize names, topics, time and resources needed (carousel projector, overhead, easel, etc.) and be prepared to see that such equipment needs are met for each speaking engagement. Categorize these according to career cluster areas or service technical areas of your school.

3. Periodically update the list of speakers and topics and send it out.

4. Suggested topics which may be considered are listed in the appendix along with "questions to ask guest speakers".

5. Prepare the class for the guest. Don't take good manners for granted. Brief the students on expected behavior.

6. Be sure to follow up a guest speaker's presentation with a thank you. Let appreciation be known!

THE V.O.I.C.E. MODEL

The VOICE (Vocational Outreach Involving Community Exchange) model is a visual overview of the process used in carrying out this school-community endeavor. Hopefully, it will serve as a guide for other school districts in the State that wish to implement public relation techniques and strategies presented in this publication. The model supports a cycle that provides positive reinforcement for all participants in the groups.

The first step in the model was to select an advisory committee which was a vital element to this school-community linkage endeavor. The advisory committee was an integral part of the program and contributed much to the achievement of the goals and objectives. As employers, employees, parents, taxpayers they provide a close linkage with the community.

One of the early activities was to develop survey instruments to assess the awareness, support, and involvement regarding vocational education in the area served by the school. An area needs assessment was conducted and a careful analysis was made of the data. The results indicated that there was a definite need for a public relations program that would inform and involve the community served by the school to a much greater extent.

A calendar of events was developed early in the project to provide guidance and direction in carrying out the proposed strategies and techniques. The school-community relations calendar was prepared in a matrix form with specific subactivities, methods, and responsibilities during the year. This type of plan of action would be very helpful to anyone undertaking a school-community endeavor.

After the specific objectives were established, the next step was to identify

the school's publics--who are the people with whom we wish to communicate? There is no one public. Basically a public relations (PR) program can be organized on the basis of "internal" and "external" publics. The internal publics were defined as students, teachers, administrators, support personnel, and other schools in the area being served by the vocational education programs. The external publics were defined as parents, community leaders, business/industry personnel, professional groups, civic and service groups and the news media.

The model demonstrates that different public relation techniques of communication are utilized to reach the various publics. Two-way lines of communication must be established with these publics and the messages must be tailored to meet their needs. It is impossible to effectively communicate to all publics with one message through one medium. Effective linkages require a team effort; therefore, extensive efforts were made to open lines of communication among the internal publics and external publics to insure maximum effectiveness of a much broader based delivery system to meet the needs of the community. As the model reflects, the advisory committee was a key element in this team effort.

The linkage techniques utilized in this model ranged from open house tours to extensive use of the mass media. A detailed description of these techniques has been presented in this publication. As the program progressed through these various linkage techniques, efforts were made to pre and post test selected target groups to determine the extent the community was informed about and involved in vocational education programs and services. Therefore, a squiggly line along the top of the model denotes continual testing and feedback throughout the project.

The model portrays a repeating cycle of using the various techniques with

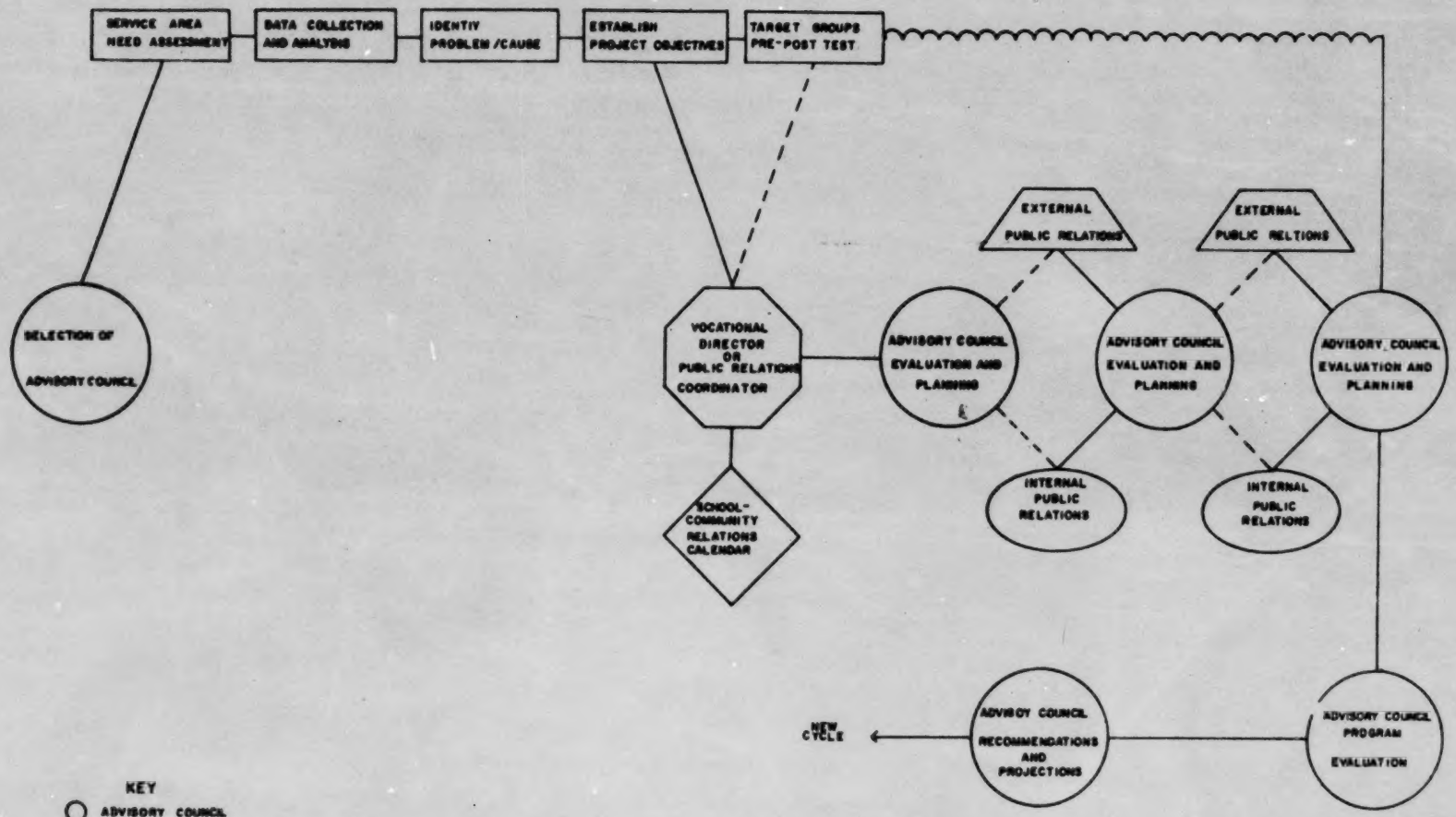
the internal and external publics. For instance, the local vocational teachers, director, or public relations coordinator, working in close consultation with the advisory committee might utilize a slide presentation as a PR technique with a civic group (external public) and student assembly (internal public) to increase their awareness of the training opportunities available through vocational education. The broken line depicts the implementation of the specific technique. The unbroken line depicts the feedback to the advisory members in regards to the successes, failures, and response from the technique. Based on the response, consideration should be given to suggestions for improvement, or revision and a discussion of new ideas and approaches. This method serves not only as a sounding board device but also as an effective continual evaluation tool throughout the process. The model shows repeating this cycle for each technique to be considered - such as public service announcements on radio and television, displays in shopping centers and brochures on vocational programs and services.

Near the conclusion of this endeavor a final evaluation of the total process was scheduled. This meeting resulted in recommendation, suggestions, and projections for continued public relations linkage activities for the area vocational technical school.

Attached is a matrix which presents the major activities, techniques and procedures used to improve the linkage between the school and community. The project staff in consultation with the advisory council, spent considerable time in planning methods, techniques and strategies to increase the awareness, support and involvement of the community in vocational education. It was not the intent of this project to establish additional staff positions, but to facilitate the school and community in developing on-going approaches to better serve the community with the existing resources. Therefore, the project

staff desired to infuse strategies which would continue without additional funds. Moreover, extensive efforts were made to develop linkage concepts which would have broad application for communities throughout the state.

V.O.I.C.E. MODEL


SERVICE AREA NEED ASSESSMENT
DATA COLLECTION AND ANALYSIS
IDENTIV PROBLEM /CAUSE
ESTABLISH PROJECT OBJECTIVES
TARGET GROUPS PRE-POST TEST
SELECTION OF ADVISORY COUNCIL
VOCATIONAL DIRECTOR OR PUBLIC RELATIONS COORDINATOR
SCHOOL-COMMUNITY RELATIONS CALENDAR
EXTERNAL PUBLIC RELATIONS
EXTERNAL PUBLIC RELTIONS
ADVISORY COUNCIL EVALUATION AND PLANNING
ADVISORY COUNCIL EVALUATION AND PLANNING
ADVISORY COUNCIL EVALUATION AND PLANNING
INTERNAL PUBLIC RELATIONS
INTERNAL PUBLIC RELATIONS
NEW CYCLE
ADVISORY COUNCIL RECOMMENDATIONS AND PROJECTIONS
ADVISORY COUNCIL PROGRAM EVALUATION
KEY
ADVISORY COUNCIL
VOCATIONAL DIRECTOR OR PUBLIC RELATIONS COORDINATOR
SCHOOL- COMMUNITY RELATIONS CALENDAR
OBJECTIVES/ASSESSMENT
EXTERNAL PR TECHNIQUES
RELATE
IMPLEMENT
CONTINUAL

V.O.I.C.E.

ACTIVITY	METHOD	PROCEDURE	OUTCOME
1) Conduct needs assessment survey	Survey random sampling of cross section of community	Awareness test given to civic groups, church groups, PTA, and students	See appendix
2) Administer pre-test/ administer post-test	Administer pre/post test to target groups	Tests were given prior to informative presentation by coordinator. Pre test administered after presentation	See appendix
3) To inform parents of the goals, objectives, and expectations of the various programs of the school and allow them an opportunity to visit the school	Letters to parents of the students enrolled in the program. Present slide/tape presentation of school to PTA groups	Letters were written by each instructor informing the parents about their program and inviting them to attend the open house. The coordinator presented slide tape presentation to the city wide Council of PTA	An increase of 75% over the previous yea See newspaper clippin and news
4) Inform area students of opportunities of study at the Vo-Tech School	Posters, bulletin boards, tours, classroom presentation	Posters and bulletin boards were made by the coordinator. Tours were set up for the eligible area schools by the Asst. Director and classroom presentations to area high schools were given by the coordinator and a panel of students representing the vo-tech school	An increase in enrollment of over 100 students for the next school term
5) Inform and receive input from advisory council on project	Letters, personal contact, meetings	Letters were written by the coordinator to each member. Informal communication by phone and personal contacts were made throughout the project. An appreciation Bar-B-Q was given at the end of the project for all advisory committees	An effective advisory committee who became actively involved and committed to the goal of this project. Sample of letter in appendix
6) Familiarize the community business/industry persons with vocational programs	Slide/tape program and oral presentations to civic organizations, NEARK personal managers assoc., and Existing Industries	The coordinator wrote letters to each of the civic clubs within a 25 mile radius of Jonesboro volunteering the program. Twelve presentations were given	See sample letter in appendix. An increase of over 75 exposure to civic club See newspaper clippin in appendix

IVI	THO	PROCEDURE	OUTCOME
Inform community and publicize plans for adult vocational classes	Develop flyers, write news articles for local papers	The coordinator developed flyers and distributed to the business/industry community. The Asst. Director wrote news articles for local papers	See flyers, news clippings in appendix
Inform general public about the vocational/technical high school program through radio and T.V. media	Verbal/visual explanation of purposes, organization and values of our program	Many of the radio interviews were a result of the civic presentations. The coordinator arranged for a T.V. interview of student in a non-traditional area. The coordinator was also guest on local T.V. (Scene Mid-Day)	Tapes available - many positive comments about the programs. An increase in number of inquiries about the school would follow th program
Publicize vocational education through activities during National Vocational Education Week	Displays made to illustrate instructional content and leadership development of our program. Banner made to advertise National Vocational Education Week	The coordinator and students and faculty constructed display and banner for National Vocational Education Week	Displays were exhibite in the large regional shopping mall. A permanent collage dipicting all areas of the school was hung at the airport. A 45' banner was hung across highwa in front of school advertising National Voc Ed. Week (slides available)
	Involve elementary students in NVEW activities	Coordinator conducted a contest in elementary schools for students to depict their occupational choice in a drawing	Winners selected and poster displayed in mall during NVEW (slides available)
	Request mayor to recognize March 7-13 as National Vocational Ed. Week	The coordinator and student representatives visited mayor's office	Pictures were taken for newspaper. Proclamation signed. (see proclamation)
	Open house for parents, educators, area administrators, business/industry representatives, legislators, general public	An open house was planned by coordinator and staff. Invitations were sent, advertisement was made over local radio & T.V. stations, billboards and marquees were used to publicize the event	Over 100 people came the open house and toured the facility. (Excellent turnout considering the snow)

ACTIVITY	METHOD	PROCEDURE	OUTCOME
10) Develop communications system of informing business/industry about our students and also, informing students about opportunities in local business & industry	Visit business/industry to inform about the vocational programs and the students. Make slide/tape presentation of the industries in Jonesboro. Develop resource file of business/industry in Jonesboro for students to use	The coordinator visited businesses and industries in the service area, explained the program, handed out brochures of the school and delivered the '82 Prospectus. A slide/tape presentation of industries in Jonesboro was developed. The presentation describes each industry as to location, number of employees, and what they produce. It then directs to the student what that particular company is looking for in an employee, personal requirements, legal requirements, hiring practices, salary average and fringe benefits	Developed brochure of school. Developed '82 Prospectus and slide/tape presentation of industries. Much interest has bee expressed from area counselors and indust to use the presentati
11) Acquaint area educators with the area Vo-Tech H.S. and with business/industry and in turn business/industry with the school	Plan shadowing experiences and interviews for educators in area industry/business. Familiarize educators with area Vo-Tech H.S.	The coordinator and Dr. Jim Golden arranged for shadowing experiences of educators by personally visiting area businesses/industries. The coordinator conducted 3 informative sessions and tours at the Area Vo-Tech High School	16 area counselors, 8 teachers and 3 administrators participated in a business/industry shadowing program. 22 area industries participated in the project 3 sessions were held a the Area Vo-Tech H.S.
12) Develop resource file and speakers bureau for our school and schedule field trips and guest speakers for vocational classes	Compile a list of business/industries who will permit tours and shadowing experiences for our students and develop a list of people in the area who would be willing to speak to various classes	A letter and questionnaire were sent to businesses/industry representatives in our community. Responses from the questionnaire were tabulated and compiled into a Resource Booklet	
13) Become involved in community and higher education programs and projects	Volunteer services and participate in community sponsored programs Serve as guest lectures to college classes	The coordinator volunteered for the Educational Committee of the Chamber of Commerce. Coordinator and staff members volunteered and participated in community service projects.	Coordinator appointed to Chamber of Commerc Education Committee a initiated and worked 2 projects for the group. They in turn allowed a Public Relations Major from ASU to work with the coor nator 10 hrs/week on the project. Excelle PR

ACTIVITY	METHOD	PROCEDURE	OUTCOME
			Horticulture classes and Building Trades were involved with several Chamber of Commerce projects. Coordinator and Commercial Foods Instructor served on promotion tea of Slimathon sponsored by St.Bernards Regional Medical Center. This involved a taster luncheon at the Vo-Tech School for over 100 people in the community to see the school Worked with ESD office on a program during National Employ the Handicapped Week. 4 presentations were given by the coordinator to two different Universities Coordinator served on staff of educators-in-industry program.
14) Show appreciation to advisory committee and business/industry involved in project	Appreciation dinner. Present advisors with tokens of recognition and appreciation	Through combined efforts of all staff of the Area Vo-Tech H.S. an appreciation Bar-B-Q was held. Printed invitations were sent to advisory committee members. Administrators and counselors of area schools and business/industry people involved in project Easter Lilies were delivered to Advisory Committee members on Good Friday. Advisors were presented with certificates of appreciation	This was a highlight of our project. It gave the staff, all advisory committee members and business/industry people an excellent opportunity to interact.Attendance was very good

FINDINGS

The development of a model program which has been successful in improving the communication and awareness between the community and the vocational technical education program have been the most important accomplishment of this project. In addition to the model, several techniques have been detailed in the procedures section of this marrative.

The actual findings resulting from this project follow the national trend:

1. Less than 40 percent of those surveyed were aware that a vocational technical high school existed in Jonesboro.
2. More than 75 percent of those surveyed felt the school should keep the community better informed about its program.
3. More than 60 percent of the respondents are not familiar with the geographic area served by the local Vo-Tech School.
4. Almost 50 percent of those surveyed felt students graduating from high school should have a saleable skill.
5. More than 50 percent felt more emphasis should be placed on vocational technical education.

In all cases where formal contact was made with audiences such as civic clubs, PTA groups, and others it was found that very little awareness of vocational technical education existed. A pre and post test was administered to many of these groups with positive gains found in the results.

The following generalizations have been included in the findings of this project:

1. The level of public understanding of vocational and technical education can be significantly increased by implementing a good public relations campaign.
2. The community support for vocational technical education can be

significantly increased by implementing a good community linkage program.

3. An improved communication between the vocational technical education program and the community will be one of the results of a good public relations effort.

EVALUATION

The evaluation of a public relations campaign, such as this project, is very difficult at best due to the very nature of the activities. The evaluation design consisted of:

1. Pre and post testing of selected participant groups.
2. On-going evaluation by advisory council.
3. Community input through surveys and other data.
4. Targeted completion of specified activities.

Pre and post tests were administered to selected groups of participants. Results were compared and significant gains found in all cases. The instruments utilized were project constructed which may suggest room for error in the findings.

Advisory council members reflected upon successes and failures of project activities in council meetings. These comments were used not only in evaluation but in making needed program modifications.

Community members responded both to pre and post test surveys concerning specific information about the local program. This data was utilized in evaluation of the communications between the school and community.

Several activities were scheduled to be completed within the time schedule of this project. These activities were checked off if they were completed on schedule and a standard of quality was maintained.

The attached evaluation summary chart offers detailed explanation of the evaluation activities conducted and the results.

EVALUATION SUMMARY CHART

Performance Objective	ANTICIPATED ACHIEVEMENT			ACCOMPLISHMENTS		
	Activity	Acceptable Criteria	Date to be Completed	Target Group	Level Of Accomplishment	Completion
1. To increase the level of public understanding of vocational technical education in the local community	pre & post test survey	80% of people surveyed increase score by 50%	June '82	community members (business/ industry) teachers, parents, students	90% of people surveyed increased score by 75%	June '82
2. Community support will be increased for the local vocational technical educational program	needs assessment inventory community resource survey	50% more participation	June '82	Community members, (business/ industry, teachers, parents, students)	100%	June '82
3. Communication between the vocational technical program and the community will be improved	pre-post test survey	25% improvement	June '82	Community members	50% improvement	June '82
	techniques to improve communications 1. community talks 2. lectures to univ. classes of teacher, counselors & adm.	75% increase	June '82	Business/industry, teachers counselors, parents, students	75%	June '82

EVALUATION SUMMARY CHART

Performance Objective	ANTICIPATED ACHIEVEMENT			ACCOMPLISHMENTS		
	Activity	Acceptable Criteria	Date to be Completed	Target Group	Level Of Accomplishment	Completion
	3. Radio inter views	Aired	June '82	J'boro.Community	Aired	June '82
	4. TV talk show	aired	June '82	NE Ark. Area	aired	June '82
	5. Parental letters & tours	letters to each parent & tours conducted	Feb. '82	Parents	400 letters written completed	Feb. '82
	6. news articles written	articles published		area communities	printed & circulated	
	7. posters, displays,bulletin boards	posters and bulletin boards constructed		students, prospective students, community at large	completed	June '82
	8. development of slide/tape presentation with industry	acceptable slide/tape presentation	Feb. '82	Civic groups	Successful presentation	Feb. '82
	9. flyers and handbills	flyers/hand bills constructed	March '82	area communities	constructed and circulated	March '82
	10. tours & open house	tours/open house conducted	June '82	general public	open house & tours conducted	June '82
	11. Bar-B-Q for advisory commity mbrs.	50% attendance of advisory councils	April '82	advisory members of all councils	80% participation	April '82

CONCLUSIONS AND RECOMMENDATIONS

The conclusions reached as a result of these project activities are: Community members evidenced a need to learn more about the Vocational Technical Education Program.

An effective public relations campaign will improve communication between the local vocational technical education program and the community.

An essential ingredient in the success of this project was the involvement of a good advisory council.

A successful public relations campaign must include many strategies necessary in involving the media.

The following recommendations are offered as an outcome of this project:

Articulate the need for community support.

Believe that your efforts can produce a change.

Convey a positive image of Vocational Education.

Develop a partnership with business and industry in your community.

Encourage people to become actively involved in your program.

Follow-up on all contacts. Persistence pays off.

Give brochures, flyers and other materials that will enlighten the public about your school.

Have a plan and work from it, continually evaluating.

Involve as many different segments of the community as possible.

Justify the need for community involvement.

Keep the community informed about your programs.

Listening is the heart of good communications: Listen.

Motivate participation by publicizing people's involvement.

New ideas should be tried, but don't throw out the old ones that have worked for you.

Open doors for people to become involved by establishing Speakers and Resource Bureaus and maintaining effective advisory committees.

Publicize your program, take every opportunity to inform the public about your goals and accomplishments.

Quality should be a goal constantly strived for by students and staff.

Review your progress toward original goals and make necessary adjustments.

Sell your program with an enthusiastic sales campaign.

Take time to say "thank you". A brief note, a phone call means a lot and encourages continued involvement.

Unite your staff: a combined public relations effort is much more effective.

Value the time, expertise, willingness and support community leaders bring.

Watch for opportunities to become involved in community projects, being involved is equally as important as involving others.

"X" out unsuccessful PR attempts and KEEP PLUGGING.

You are important - feel good about what you are doing.

Zero in on successes and try for a repeat!

A vital point to remember is to realize that ACTION is the key word to the success of any public relations program. A good idea carried out with effective strategies will have positive results. However, an equally effective idea without effective strategy will never get off the ground. Therefore, developing the plan in the beginning and initiating activities that will provide success to the goals are the most important steps in creating an effective PR program.

One should be reminded that listening is the heart of good communications and good communications is the key to effective public relations. Communications must be based on sincerity and a positive attitude that the students, staff and school (program) are really Number One!

The techniques used to increase a good school-community linkage are not limited to the Jonesboro area, nor would any community be bound by only these

ideas. It is the intention of the project to only relate activities that were used and hope to spark creativity for others to develop methods which would be feasible in their setting.

APPENDIX A

Flyers And Brochures

AVT AREA VO-TECH HIGH SCHOOL
1727 S. Main Jonesboro, AR 72401

SCHEDULE FOR NIGHT CLASSES

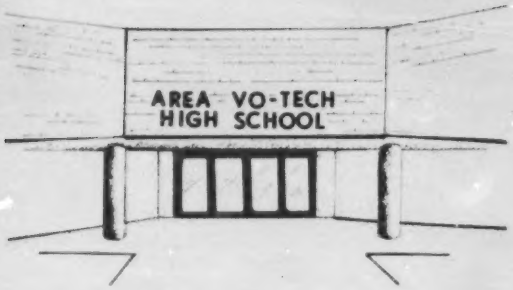
COURSE	Beginning Date	Day	Time	Fee	Length of Course	Instructor
Refrigeration and Air Condition	March 2	T/TH	6:00-9:00	$6.00	4 wks.	Donald Sloas
Landscaping Small Areas	March 16	T	6:30-8:30	5.00	8 wks.	Harold Ramsey
Small Engine Repair	March 16	T	6:30-9:30	7.50	8 wks.	David Torbett
Basic Automotive and Preventive Maintenance	Feb. 23	T	6:30-9:30	6.00	7 wks.	Ray Dewitt
Machine Woodworking	March 2	T/TH	6:30-9:30	12.00	7 wks.	Don Ishmael
RPG II Programming	March 3	Wed.	6:30-9:30	36.00	10 Wks.	Ron Melton

For additional information call 935-9860

Registration for classes will be the first night of class.

Area Vocational-Technical High School

AVT



1727 S. Main Street
Jonesboro, AR 72401
(501) 935-9860

General Information

Area Vo-Tech High Schools were founded to broaden and enrich the secondary school curriculum of the high schools in a designated area to include vocational, technical and adult education programs that can not be provided in the local school districts.

The educational programs are designed to provide education and training in specific occupational areas, following as closely as possible, the practices of industry, business and skilled occupations in the private sector. The primary purpose being to make the individual more employable in one group of ocupations than in another. Successful completion of the training programs should prepare individuals for gainful employment at the entry level or to prepare them for enrollment in more advanced training programs.

General education, especially in the basic skills of reading and comprehension, writing, arithmetical computation, oral and written expression are necessary if a person is to be successful in a vocational training program.

The Area Vo-Tech High School located on the West side of the Jonesboro High School campus provides vocational-technical education programs to the following school districts: Bay, Brookland, Greene County Tech, Harrisburg, Hoxie, Jonesboro, Nettleton, Paragould, Trumann, Valley View, Walnut Ridge, and Westside. There are presently some 450 students attending the school.

The programs are designed for eleventh and twelfth grade students who have an interest and the ability to benefit from courses in vocational-technical education.

Students completing the 2 year program will be prepared for entry level employment in the jobs for which they were trained. Students spend one-half day in their home schools in required courses for graduation and one-half day in the vo-tech school. Graduates will have the required credits for entry into post-secondary vocational programs or college.

Youth Organization

Vocational Industrial Clubs of America, Future Business Leaders of America and Future Farmers of America are national clubs open to all students attending the Area Vo-Tech High School.

The purpose of these clubs is to help the students develop social and leadership skills. They provide and opportunity for the students to engaged in individual and group enterprises; to hold office and direct the affairs of the group; to work with representatives of other students on the local, state and national levels.

VICA

VOCATIONAL FFA AGRICULTURE

FBLA FUTURE BUSINESS LEADERS OF AMERICA

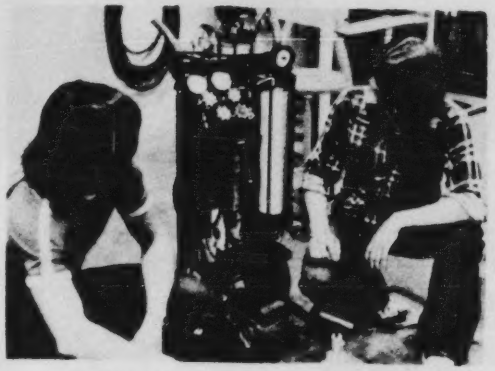
Students desiring to attend the Area Vo-Tech High School should contact their guidance counselor or principal in the local school. Additional information can be obtained by contacting the Area Vo-Tech High School by phoning 935-9860.

PROGRAMS AT AREA VO-TECH

Appliance Service

Employment in service occupations now exceed those in manufacturing and job opportunities are expected to grow throughout the next decade. Not the least of these occupations is appliance service.

This course of study is designed to provide learning experiences in the repair, maintenance, and installation of major home appliances such as air-conditioners, washers, dryers, dishwashers, refrigerators, microwave ovens, electric and gas stoves, etc. The graduate should be able to begin employment in this important field at the entry-level.



Electronics

The impact of electronics on our lives increases day by day. Electronics is probably the most exciting and challenging field in the world of work today. The demand for qualified technicians in this occupation far exceeds the demand. Jobs exist in servicing, manufacturing, and research and development of electronic equipment and devices. Graduates will have basic knowledge and skills for entry level jobs.

The course of study covers basic electricity, basic electronics, and industrial electronic applications.

Commercial Food Preparation

One in every three meals is eaten out and this trend is increasing. The development of fast food outlets has increased the demand for persons trained in commercial food preparation and service.

This course of study is designed to provide graduates with basic skills for entry level positions in the commercial food industry. Such items as: planning, selecting, purchasing, storage, handling, preparing, and serving food are covered. Students attend class for the first semester and go out on the job in a cooperative arrangement with an employer for the balance of the 2 year program under the supervision of the instructor.

Automotive Mechanics

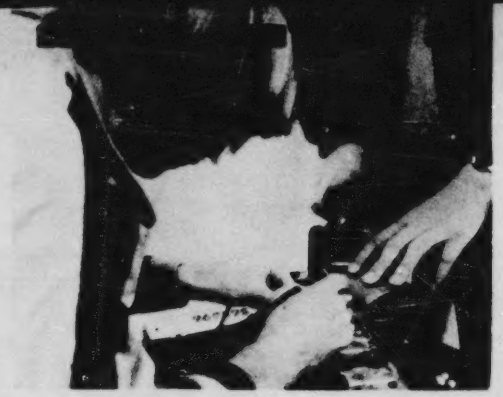
The automobile is probably the single most influential item in our present life style. As it becomes more expensive the need for repairs will increase due to people keeping an automobile longer. Good automobile mechanics are in short supply everywhere.

This course of study provides learning experiences in the theory and principles of the internal combustion engine, wheel alignment, brake repair, drive train systems, tune-up, electrical circuits, engine repairs, climate control systems, etc. Shop work is conducted on private and public owned vehicles to give actual job experiences. The graduate could expect to be employed as an entry level auto mechanic.

Machine Shop

Probably the occupation in the greatest demand and the highest paying is that of a machinist or related occupations. This occupation requires a high degree of skill that takes a longer period of time to become proficient. This course is designed to prepare graduates for further study or for employment at the entry level in metal working industries.

Related studies include blueprint reading, layout, shop math, properties of metals, use of precision measuring instruments, etc. Shop experiences include bench work, use of lathes, mills, grinders, drills, and heat treat fac[illegible].



Commercial Art

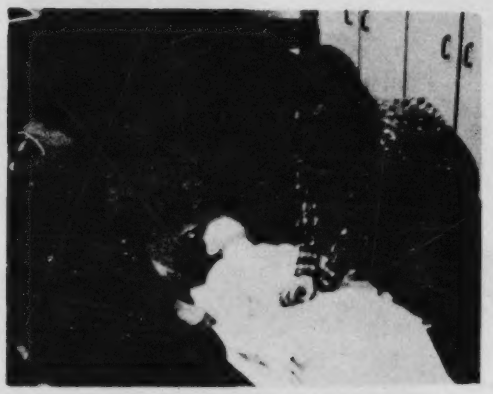
Commercial artists are in demand for work with newspapers, magazines, billboards, brochures, catalogs, television commercials, printing shops, advertising agencies, sign painting, large department stores, and many others. It is a field that can be followed on a full-time or a part-time basis. Success in the field of commercial art is dependent on the ability and skill of the individual as well as production.

This course of study is designed to improve and develop art skills in many media as well as the mechanical devices used in commercial art. The course covers such areas as: Commercial media, design and layout, lettering and sign painting, reproduction processes, pasteup and mechanicals, silk screen, package design, typography, rendering, air brush, book design, and display art.

Drawing

When making a space capsule, television set, building, highway or bridge, workers follow drawings that show the exact dimensions and specification of the entire object and of its parts. This field is one where women can excell. Job opportunities have always remained high in this occupation.

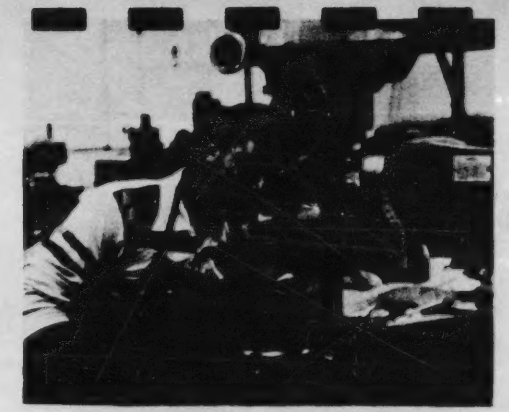
This course of study is designed to provide graduates with the basic skills in both architectural and mechanical drafting for employment at the entry level or continuation of their education on the post-secondary level. Students learn the proper use of various instruments and equipment, material processes and the preparation of reports and specifications.



Health Occupations

Opportunities for jobs in the health field continue to grow. As most all health occupations require further training the 2 year course is designed to provide students with an understanding of most health careers along with basic skills. A shadow-rotation program gives students an opportunity to work with persons in selected health occupations for a first-hand experience.

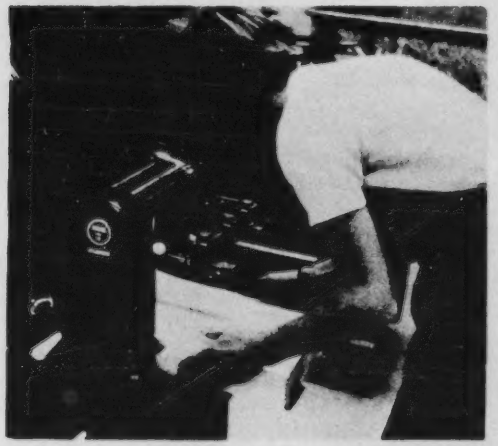
Graduates should have selected the field of study they wish to pursue and be prepared to enter and progress in that field. All students will have skills that would permit them to become employed at the entry level in some health occupations.



Printing and Graphics

Printing industry technology has changed drastically in the past few years. With the advent of the off-set press and electronic cold type composition the ability to turn out high quality work in quantity has improved. The demand for workers with knowledge and experience in this new technology remains high.

The course is designed to prepare graduates for entry level jobs in the printing and graphic industry. The following skills are developed: lay-out, typesetting, off-set camera procedures, stripping, plateworking, and various bindery operations. Students actually design and print brochures, forms, programs, booklets, etc.



Building Trades

The residential and commercial building industry continues to expand. New craftsmen are needed to replace those that are retiring. Opportunities for new workers in the building trades are good.

This course of study is designed to give students basic skills and knowledge for entry into a number of construction trades at the entry level. Such subject areas as: blueprint reading, basic mathematics, estimating, basic electrical wiring, plumbing, masonry and carpentry are covered. The safety and use of power tools including portable and shop are taught. Job experiences are obtained from actual work on jobs for the school district and non-profit organizations.

Exploratory T & I

This program is for 10th grade students to assist them in selecting a vocation. Type of work performed, skill levels required, opportunities in employment, pay scales, etc., are covered in a number of broad occupational clusters Some basic skills are taught in each occupational cluster in an effort to determine the interests, desires, and abilities of the students.

Horticulture

In an affluent society the demand for house plants, lawn plants, shrubs, and landscaping is high. This course of study covers greenhouse management, nursery management, landscape design, floral design and arborculture. This entails plant propagation, greenhouse and nursery crop production, basic floral design, and landscape design drawing. The graduate should be prepared for entry into a number of jobs at the entry level.

Automobile Body Repair

The need for auto body repair persons increases each year with the growing number of vehicles on our highways.

This course of study is designed to provide the graduate with entry level knowledge and skills in: auto body construction, properties of metals, estimating, straightening bodies and frames, filling, sanding, soldering, welding, painting, removal and replacement of body trim, upholstery, etc.

Electronic Data Processing

At this moment thousands of computers are touching your life and the lives of everyone in a hundred subtle and powerful ways. To most of today's youngsters it may seem that the computer has always played an important role in our 20th Century civilization. But, in fact, the computer is a quite recent development. The computer industry is probably the fastest growing industry today with unlimited opportunities for properly trained persons.

This course is designed to prepare persons for entry level employment in the data processing field or for entry into training programs on a post-secondary level. Students have an opportunity to use and operate the IBM System 34 computer and a number of microcomputers in their everyday training exercises.

The Jonesboro Area Vo-Tech High School is an equal opportunity school and is dedicated to a policy of non-discrimination in employment and training. Certified students, applicants, or employees will not be excluded from any course or activity because of race, creed, color, sex, religion, national origin, or qualified handicap.

APPENDIX B

News Releases

Member Arkansas Press Association Trumann, Arkansas 72472 Wednesday, June 2, 1982

Vocational education not just home ec., agri. anymore

In case you haven't heard, vocational education for high school students in Arkansas no longer means just home economics and agriculture.

For Trumann High School juniors and seniors, signing up for vo-tech courses could mean choosing from 14 areas of concentration at the Area Vocational-Technical High School at Jonesboro.

Johnnie Huckabee, school community coordinator for the school, was at last week's noon meeting of the Trumann Lions Club to inform members about the school's programs.

She said the concept behind the school is to offer a broad curriculum which high schools could not offer on an individual basis, because of the amount of funds required.

The school at Jonesboro, which is located on the Jonesboro High campus, is one of nine such schools in the state and is open to students from all school districts within a 25 mile radius of Jonesboro. School districts, besides Trumann, sending students to the school are: Bay, Brookland, Greene County Tech, Harrisburg, Hoxie, Jonesboro, Nettleton, Paragould, Valley View, Walnut Ridge and Westside.

Schools pay $100 per student, are reimbursed for travel and each school has a student quota. Trumann's quota is around 25 students, but only 16 were enrolled this year. Approximately 500 students attended from the 11 participating districts this year.

Huckabee said she feels the reason more students do not elect to attend the school is because they do not know about it. It is part of her job to travel to the different school districts, informing the students and the public of the availability of the school and the opportunities it offers.

Students who choose to attend the Area Vo-Tech High School spend half the day in Jonesboro and half the day at their own school, taking courses required for graduation.

Areas of study vo-tech students may choose from include: building trades, horticulture, automobile body repair, electronic data processing, appliance repair, electronics, commercial food preparation, automotive mechanics, machine shop, commercial art, printing and graphics, health occupations and drafting.

The school also offers a course to 10th grade students designed to assist them in selecting a vocation, with study done in each occupational cluster.

Students successfully completing the two-year program will be prepared for entry level employment in the jobs for which they were trained, or for entry into post-secondary vocational programs or college.

"Previously, we might have thought of vocational education for the non-academic student or the non-college bound student," Huckabee told the Lions. "That is not entirely true today. We meet the needs of those students, but we also meet the needs of students who are academically inclined," she said.

She said about 40 percent of the students will go on to college or a vocational school for further education, but the rest enter, or try to enter, the job market.

The school helps students prepare to take jobs in their area of study by taking them on field trips during the year, having business and industry officials present programs at the school, and by arranging a "shadowing" program.

Through the shadowing program, Huckabee said, students go to a business or industry and observe "what is going on. This gives them a chance to ask, 'Do I really want to go into this as a career?' They are not really there to work, but they can if you would allow them to do so."

Huckabee urged the Lions to consider participating in the shadowing program or volunteering to speak to a class.

She said she also needs community help in finding jobs for students who graduate. "We do like to place our graduating seniors if we can," she said. "But the way the economy is now it is very difficult (to do so)."

Seniors receive 18 hours of instruction in personal development, job finding, submitting applications, interviews, employer-employee relations, getting along with co-workers and job safety.

"We try to make their course of study as relevant to them as we possibly can. We try to make the transition they will have from school to the world of work as easy as we can," she said.

"We teach them employability skills, how to get jobs; they come out with a typed resume. They just learn things everyone needs to know when they go out into the world of work."

Besides the high school courses, the Area Vocational-Technical School also offers adult education courses, available at night for 25 cents per clock hour.

Courses offered include woodworking, auto mechanics, data processing, cake decorating and horticulture, among others.

Huckabee advised persons interested in taking such courses to call the school and get their names on the mailing list, so they will know when a course will be offered. She said most courses fill up rapidly, via word of mouth, so those persons on the mailing list would have some advance notice of course offerings.

AMERICAN VOCATIONAL ASSOCIATION
ARKANSAS GUIDANCE DIVISION
MARCH, 1982

Exemplary Programs

Ms. Johnnie Huckabee, located at the Area Vo-Tech School in Jonesboro, Arkansas, was recently awarded a short-term grant to increase the awareness of vocational technical education on the secondary level. The focus of this pilot project will include: (1) a massive publicity campaign; (2) a large scale community involvement effort; (3) a community needs assessment; and (4) a school/community communication program and the development of a model which could be used by other schools. Among the expected benefits from this pilot program will be a strong liaison between the business community and the vocational technical school, and an improved job placement for graduating secondary vocational technical students. We all wish Ms. Huckabee success in her new program and look forward to her sharing her findings at the AVA convention.

Secondary Employability Skills

The Russellville Area Vocational Career Center has provided the General Aptitude Test Battery (GATB) to incoming first year students through the Employability Skills instructor. As a result the students have had an opportunity to investigate further career information and learn how their particular skill area will be needed based on current projections.

The week of February 8-12, 1982, was highlighted by a poster contest and local skill contest to determine who would represent the school at the state contest. The local contests were judged by the various area advisory committees and involved local newspaper and radio coverage.

The area school districts have begun to tour their tenth grade classes to familiarize the students with programs available at the center prior to registration for fall classes.

Submitted by Kenneth Ekeman

National Vocational Education Week, February 8-12, at the Monticello Occupational Education Center was highlighted with an Open House on Thursday, February 11, with students acting as tour guides. After completing tours, visitors were entertained with refreshments in the Media Center.

In addition to the Open House, students from the health occupations class sponsored the Red Cross Bloodmobile and 79 pints of blood needed for [illegible] was collected.

On Friday, February 12, fifty-four senior students from the Monticello Occupational Education Center attended an Open House and Skills Day Contest at Great Rivers Vo-Tech School in McGhee. Students were given tours of the school and then participated in different skill contests. The day was highlighted with an awards presentation and barbeque lunch.

Student Cited For Her Work At Area Vo-Tech

Susan Pyle, daughter of Mr. and Mrs. Charles Pyle of Jonesboro, has been named a 1982 national award winner in agriculture by the United States Achievement Academy.

Miss Pyle was nominated by Mr. Harold Ramsey, a horticulture instructor at the Jonesboro Area Vocational — Technical School where Miss Pyle is a student.

The academy selects less than five percent of the nation's high school students for this award based on academic performance, interest and attitude, leadership qualities, responsibility, enthusiasm, motivation to learn and improve, citizenship, attitude and cooperative spirit, dependability and recommendation from a teacher or director.

Miss Pyle is the granddaughter of Mr. and Mrs. Raymond Pyle of Jonesboro.

Tells Of School

Johnni Huckabee, community coordinator for the Area Vocational-Technical School, explained the school's programs to members of the Exchange Club of Jonesboro Friday.

Mrs. Huckabee outlined education programs available for juniors and seniors enrolled in the two year vocational classes. Students from Bay, Westside, Jonesboro, Nettleton, Paragould, Greene County Tech, Hoxie, Walnut Ridge, Brookland, Harrisburg, Trumann and Valley View are enrolled in the programs.

Exchange President Dwain Sims presided over the luncheon meeting at Wyatt's Cafeteria, Indian Mail. Mrs. Huckabee was introduced by Dan Mulhollen, president-elect of the civic club.

Vocational schools will play vital roles in futur

Paragould Daily P

A spokeswoman for the Area Vocational-Technical High School in Jonesboro told a group of Paragould business and community leaders Tuesday that vocational education will play a vital role in Arkansas' future industrial development.

"We are doing a lot of needed things," Johnni Huckabee, school-community coordinator at the school, told the Paragould Kiwanis Club. "Governor White has shown great interest in vocational education. If we are to attract business and industry in the future, we are going to need a skilled labor force."

Huckabee said that the Area Vocational-Technical High School, located on the grounds of Jonesboro High School, serves an area within a 25-mile radius of Jonesboro, including Paragould. The program is open to 11th- and 12th-graders and offers a curriculum which includes instruction in automobile repair, carpentry, electronics, health sciences, machine work, commercial food and computers.

Unlike many other vocational-technical schools in the state, she emphasized, the Jonesboro school is not a post-graduate school. Although it does offer night classes, its regular sessions include students who attend the vo-tech school part-time and spend the rest of the academic day at their home schools earning credit toward a diploma.

"We are for high school students only, but in many instances we offer the same curriculum as other (post-graduate) schools," Huckabee said.

She explained that decisions regarding enrollment are made by the local school districts. Each district within the school's service area is allocated a certain number of places in the vo-tech school, depending on the size of the school system. The local school then determines which students will fill these positions.

"We don't tell anyone they can't come. That is handled strictly at the local school," Huckabee stated. "If they do not wish to fill all their slots or can't fill them, someone else will take the slots."

Huckabee emphasized that the school did not produce people who were ready to assume full-time skilled positions. Instead, she said, the intent is to acquaint the students with the basic skills and understanding of the particular job through classroom instruction, field trips to local businesses and classroom speakers from the business community.

"We do not produce a finished product," she said. "We say these students are more trainable. If they stay with us two years, we can turn out some really good students."

Huckabee added that she felt the program helped curb potential dropout problems by providing career skills to students contemplating leaving a traditional high school curriculum.

She stated, "I definitely think it helps (cut down on dropouts). Here, it is just amazing how many students we help retain."

Huckabee hopes to improve understanding of the school in the future by speaking to 10th grade classes at area high schools and acquainting students with the program the vo-tech school offers.

The school has not lost sight of its major purpose — serving the citizens and taxpayers of Arkansas — Huckabee said. "Unless we are serving the needs of the community we serve, we are not being very beneficial to anyone," she stated.

In order to improve the school's standing, the administration has set up a number of advisory committees on which business and professional people serve. They help guide the school's program in their particular areas of expertise.

She added that the admini will not begin to realize the su the school's placement reco later this year, when she h organize a committee to rese subject.

Huckabee praised the adult ed offerings at the school, noting th students can enroll in courses a of only 25 cents per clock ho classes generally run about sb and meet once or twice a we said.

ATTEND STATE CONFERENCE — Area educators and industry representatives attending the state conference for Educators in Industry held recently in Little Rock include (front from left) Mrs. Mary Julia Houston, counselor, Trumann High School; Carl Lay, personnel manager, Dana Corporation; Mrs. Johnnie Huckabee, school community coordinator, Area Ve-Tech High School; (back from left) Donald Bores, manager employe and community relations, General Electric; Carmack Sanders, assistant director, Area Ve-Tech High School; Dr. Gregory Aloia, associate professor, Arkansas State University Department of Special Education; Jim Mitchell, area superviser of human resource development, DuPont; and Dr. Jim Golden, associate professor of education, ASU Department of Counselor Education and Psychology. Jonesboro, with a grant from the General Electric Foundation, is the first city in Arkansas to develop the Educators in Industry program. For more information contact Huckabee at the Area Ve-Tech High School.

Jonesboro (Ark.) Sun. Friday, May 7, 1982.

Business News And Finance

EDUCATORS IN INDUSTRY — Participants in the "Edu cators in Industry" classes held at Arkansas State Uni versity attended their graduation night dinner Thurs day evening at the New ASU Pavilion. Pictured (fro left) are Dr. Vance Sales, dean of education; Dr. Gre Alcia, chairman of the area vo-tech advisory com mittee; Dr. Jim Golden, director of the educators i industry program; Johnni Huckabee, schoo community coordinator for the Area Vo-Tech School Jonesboro; Don Beres, employe relations manager of the Jonesboro General Electric plant; and Carolyn Langford, Jonesboro High School counselor. Purpose of the program, which is conducted with a grant from the General Electric Foundation, is to give people in education a more realistic look at industry and to allow industry to interact with educators, explained Golden, to their mutual benefit.

Area Vo-Tech School—

Students Tackle Computer Studies

By TOMMY MUMERT

If a person was not familiar with Area Vocational-Technical School in Jonesboro, it might come as a surprise to learn that where secondary schools are concerned, the school here probably has one of the finest electronic data processing programs in Arkansas.

Students — juniors and seniors from 12 area high schools — receive hands-on experience with some of the most up-to-date equipment found in any classroom.

"As far as the hardware is concerned," Director Charles Ross said, "we're probably better equipped than any school in the state."

That hardware includes an IBM System 34 mini-computer, six terminals and three microcomputers. And school officials admit that they were lucky to be able to obtain the equipment several years ago through the Comprehensive Employment and Training Act (CETA) program. Had that opportunity not arisen, Ross said, the cost of the equipment alone would have been "prohibitive," and that cost likely keeps other schools from setting up similar programs.

Considering the equipment alone, Ross said from that standpoint the data processing program "to the degree we have it here, is unique."

Students completing the program, under the direction of instructor Mrs. Dean Rossa, often seek more education in the field, while still others enter the computer field directly out of school, in some instances. In either case, the juniors and seniors here are receiving computer training far more advanced than most high school students are able to receive. Plus, officials point out, because of the size of the classes, students are able to receive a good deal of individual attention, and also get more hands-on experience with the equipment than in many computer classes at other schools.

Students at the vo-tech school learn two computer "languages." The students are taught both "BASIC" and "RPG II." In simplest terms, BASIC stands for Beginner's All-Purpose Symbolic Instruction Code. Widely used in the late 1960s, BASIC is generally considered to have received a revitalizing boost with the introduction of microcomputers in the mid 70s. BASIC is the primary language in many such systems.

RPG stands for Report Program Generator and was designed to be a simplified business language for small-scale business users.

The microcomputers at the school only use one language — BASIC, while the minicomputer can also use RPG II.

The school has little trouble recruiting students for its data processing program. While computers may seem relatively new to many of us, many of the students have at least heard of computers most of their lives. And when it comes to the job market, it's not difficult to see why some people would be attracted to the field.

A recent survey by a major news magazine, looking at the rapidly increasing number of jobs virtually unheard of, and certainly not required, years ago, found computer-program designers to be one of the top opportunities. The computer field itself, in fact, is projected to keep growing, and growing. Predictions are that by 1990, as much as 20 per cent of all graphics, building designs and geologic maps will be done on computer terminals instead of drafting boards.

What that means, experts are predicting, are as many as 500,000 opening for programers and 400,000 more jobs for systems analysts who develop ways in which to computerize information.

The electronic data processing program at Area Vo-Tech is only one of 12 programs offered at the school, which now has some 450 students attending. Students at the school hail from Bay, Brookland, Greene County Tech, Harrisburg, Hoxie, Jonesboro, Nettleton, Paragould, Trumann, Valley View, Walnut Ridge and Westside.

A STUDENT WORKS ON THE COMPUTER TERMINAL

At Vo-Tech School—

Classes For Adults Offered

The Area Vocational-Technical School, 1727 South Main, will offer the following adult classes in vocational education:

"Blueprint Reading and Shop Math" (machinists), which begins Sept. 29 and ends Nov. 1 with classes meeting on Tuesday nights from 6:30 to 9:30 in the evening. The cost is $7.50 plus text.

"Basic Machine Shop" will begin Sept. 29 and run through Dec. 15. Classes will meet on Tuesday nights from 6:30 to 9:30 and the cost is $9.

"Basic Drafting" will begin at Monday nights beginning Sept. 28 and ending Dec. 14. The class will begin at 6:30 that night and end at 9:30 with a cost of $9 for the class.

"Intermediate Drafting" will be a Tuesday night class and will begin on Sept. 29 and end Dec. 15 from 6:30 to 9:30. The cost is $9.

"Basic Electronics" will be offered with classes meeting on Tuesday and Thursday from 6:30 to 9:30 those nights. THe cost will be $9.

"Air Conditioning and Refrigeration" will begin Sept. 29 and end Oct. 29. The class will meet on Tuesday and Thursday and will be held those night from 6 to 9:30. The cost is $6.

A class in "Auto Tuneup will begin Sept. 28 and will end Nov. 30 on Monday nights at 6:30 to 9:30. The cost is $7.50.

"Auto Preventive Maintenance" class will begin Sept. 28 and end on Nov. 30 and will meet on Monday nights from 6:30 until 9:30. The cost of the class is $7.50.

"Machine Woodworking" will be offered by the Area Vo-Tech beginning Sept. 28 and ending Nov. 16 with classes on Monday night from 6:30 until 9:30. The cost of the class is $9.

"Landscape Problems" will begin Sept. 28 and end Nov. 30. Classes will meet on Monday nights from 6:30 until 8:30. The cost of the course is $5.

"Typewriting" will begin Oct. 5 and run through Dec. 7 with classes meeting on Monday nights from 6:30 to 9:30 at Jonesboro High School. The cost of the course is $7.50.

Students may register by telephone (call 935-9860) with all classes being limited. Registration fees can be paid on the first night of class.

CLEANUP — Members of the Area Vo-Tech School, located at Jonesboro High School, horticulture class work to re-landscape the grounds of the Greater Jonesboro Chamber of Commerce at 593 South Madison. The work is a community service project for the Future Farmers of America Club, and the endeavor is expected to be completed later this month.

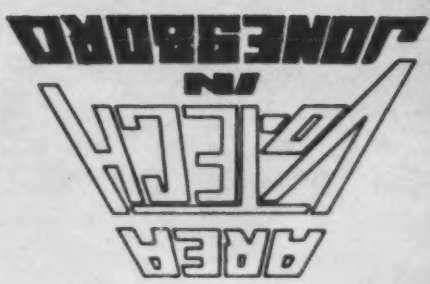
APPENDIX C

Invitations

NATIONAL VOCATIONAL EDUCATION WEEK
FEBRUARY 7-13

You
are cordially invited
to an open house
Tuesday, February 9, 1982
between the hours
9:00-11:00 a.m. and 12:30-3:00 p.m.
at the
Area Vo-Tech High School
1727 S. Main
Jonesboro, Arkansas

Refreshments - Door Prizes



We appreciate you...

AVT

COMMUNITY INVOLVEMENT

We Appreciate You!

WHAT: Appreciation BAR-B-Q

WHEN: April 26, 1982

TIME: 6:30 P.M.

WHERE: Area Vo-Tech High School
1727 S. Main
Jonesboro, AR

80

81

REGRETS ONLY
935-9860

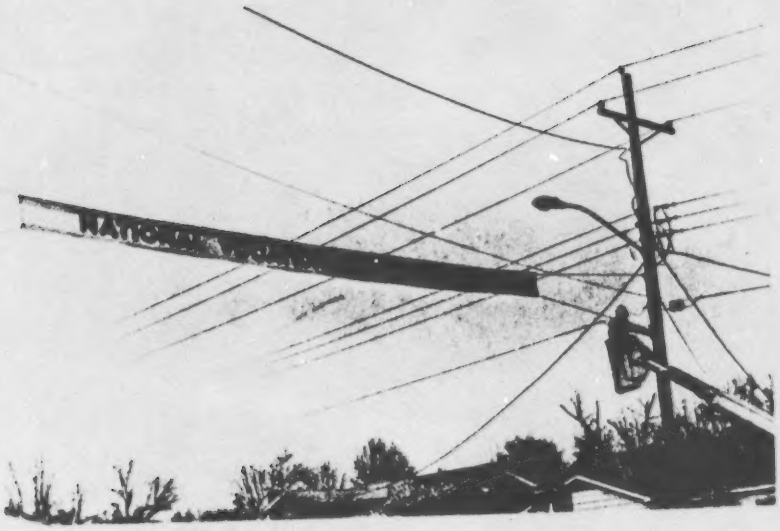
ADVISORY COMMITTEE
MEETINGS WILL FOLLOW

APPENDIX D

National Vocational Education Week Publicity Techniques

VOCATIONAL EDUCATION

KEEPS AMERICA WORKING



City of Jonesboro
Proclamation
By The Mayor

"VOCATIONAL EDUCATION WEEK"

WHEREAS, the cultural and economic welfare of the citizens of the City of Jonesboro, as well as the economic future of its businesses and industries depends upon the vocational, technical and adult education opportunities offered through public vocational education programs, and

WHEREAS, the American Vocational Association by representative assembly and the _____ have designated the second week in February as Vocational Education Week

Now, therefore, I, Neil J. Stallings, by virtue of the authority vested in me as Mayor of the City of Jonesboro do hereby proclaim the week February 7-13, 1982 as

VOCATIONAL EDUCATION WEEK

in Jonesboro, and urge the citizens to take advantage of the vocational, technical and adult education opportunities available to them.

IN WITNESS WHEREOF, I have herewith set my hand and caused the Great Seal of the City of Jonesboro to be affixed at Jonesboro, Arkansas this 8th day of February 1982.

Neil J. Stallings
Mayor

To: Area 5th Grade Teachers

From: Johnni Huckabee

Subject: Poster contest for National Vocational Ed. Week

We would like for all fifth graders in our area, who are interested, to participate in a poster contest for National Vocational Education Week.

The theme of the poster should be "When I Grow Up..." and should depict what the student thinks his/her career will be in the future.

The poster will be judged Friday, February 12th.

Posters should be 22"X28" and should have the student's name, age, address and school <u>on the back</u>.

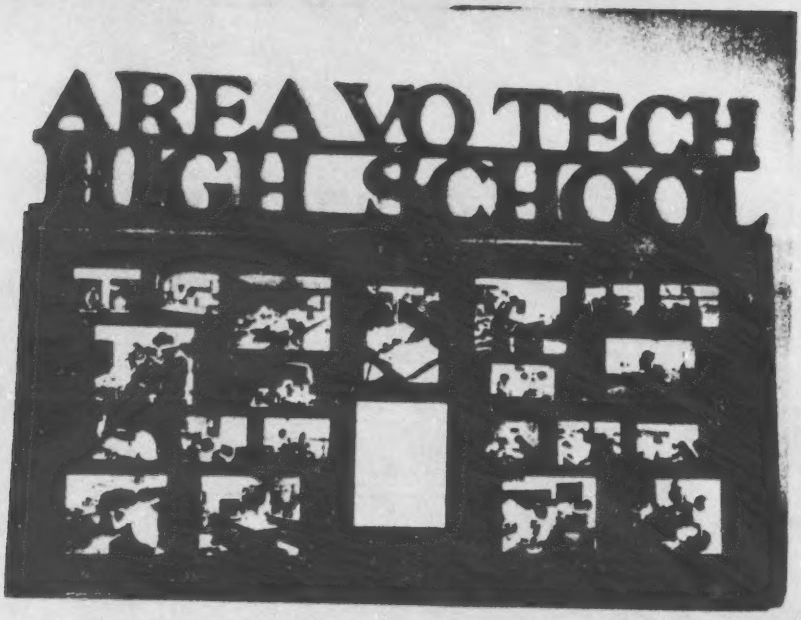
The winning posters will be exhibited at the mall the week of February 15-20. There will be newspaper coverage of this and a prize will be awarded to the winner of each school.

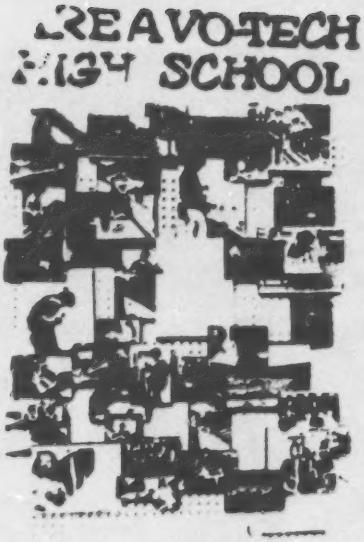
Thanks for participating.

Johnni Huckabee

Johnni Huckabee
School/Community Coordinator
Area Vo-Tech High School

935-9860


AREA VO TECH
HIGH SCHOOL


AREA VO-TECH
HIGH SCHOOL

"WE DO IT ALL FOR YOU!"

GOOD NEWS
VOCATIONAL EDUCATION IS OPPORTUNITY

APPENDIX E

Letters of Request and Questionaires

AREA VO-TECH HIGH SCHOOL
1727 S. Main Jonesboro, AR 72401

---- Publicity Request ----

Please list below the name of any student, teacher, school activity or an event that would be of area interest and worthy of newspaper publicity. Please consider academic achievement, honors, awards, scholarships, clinics, hobbies, etc.

Name_____ Date_____

Name of event or activity _____

Brief Description:

Name	Home School	Class	AM or PM

_____
(Teacher)

7. Are any part-time jobs for high school students ever available?

Yes _____ No _____

What kind of jobs?

How is application made?

8. Would your firm be interested in donating any supplies, materials or equipment to the following classes:

_____ 1. Appliance Service
_____ 2. Electronics
_____ 3. Commercial Art
_____ 4. Commercial Food
_____ 5. Drafting
_____ 6. Health Occupations
_____ 7. Machine Shop
_____ 8. Printing & Graphics
_____ 9. Building Trades
_____ 10. Horticulture
_____ 11. Auto Body Repair
_____ 12. Electronic Data Processing
_____ 13. Exploratory Trades and Industry
_____ 14. Automotive Mechanics

AREA VO-TECH HIGH SCHOOL
1727 S. Main Jonesboro, AR 72401 (501) 935-9860

As School and Community Coordinator for the Area Vo-Tech High School in Jonesboro, I am in the process of developing a slide/tape presentation dealing with Jonesboro Industries and the career opportunities available for our young people. Even though we will be taking some of the necessary photographs ourselves, we would like your help in providing us with available items you may have in your files.

Specifically, we are looking for about a dozen in-house shots of your employees at work at various work stations or machines which represent a cross-section of the various types of employment available to people in your firm---both professional and labor occupations. All slides will receive the utmost care and will be returned to you when our project is complete.

We will have a professional photographer working with us April 13 and 14 and would like very much to be able to take outside shots and possibly some inside shots with your supervision.

If you have slides that we may use, please send them to Johnni Huckabee, 1727 South Main, Jonesboro, AR 72401 by April 9, 1982 or call 935-9860 and I will be happy to come by and pick them up.

Yours truly,

Johnni Huckabee

Johnni Huckabee
School/Community Coordinator

AVT
AREA VO-TECH HIGH SCHOOL
1727 S. Main Jonesboro, AR 72401 (501) 935-9860

January 25, 1982

Mr. Dale Morgan
628 West Poplar
Paragould, AR 72450

Dear Mr. Morgan:

I am School/Community Coordinator for the Area Vo-Tech High School in Jonesboro. One of my responsibilities is to inform the people in the area we service (all schools within a 25 minle radius of Jonesboro) about our program.

We have developed an informative slide presentation which describes the school and explains our goals and curriculum. We think it would make a very good program for civic clubs. If you feel this would be something that would be of interest to the Lions Club, please contact me by calling: 935-9860 or writing: 1727 South Main, Jonesboro, AR 72401.

Sincerely yours,

Johnni Huckabee

Johnni Huckabee
School/Community Coordinator

APPENDIX F

Community Feedback Letters

THE EXCHANGE CLUB of Jonesboro

P. O. BOX 175 JONESBORO, ARKANSAS 72401

March 2, 1982

Mrs. Johnnie Huckabee
209 University Drive
Jonesboro, Arkansas 72401

RE: Program Confirmation
Exchange Club of Jonesboro
Friday, May 7, 1982

Dear Johnnie,

I genuinely appreciate your willingness to come to the Exchange Club and discuss with us the very worthwhile vocational-technical education program here in Jonesboro. The many young adults you prepare to enter the job market is testimony to the outstanding work you do.

We meet each Friday at noon for a buffet luncheon at Wyatt's Cafeteria in the Indian Mall. Normally the program is presented between 12:30 and 1:00 P.M.

We have a built in screen and an available power source if needed. A public address system and podium is also available. Please advise if you will have need of other equipment that I might be able to help you obtain.

I am enclosing a copy of our club roster. You will probably know a good number of these people from previous contact.

Again. we are all looking forward to your presentation.

Sincerely,

Dan Mulhollen
Program Chairman

Northeast Arkansas Personnel Management Association

March 3, 1982

Ms. Johnni Huckabee
School - Community Coordinator
Area Vocational - Technical High School
1727 South Main
Jonesboro, AR 72401

Dear Ms. Huckabee:

On behalf of the Northeast Arkansas Personnel Management Association, I would like to express our appreciation for your speaking to our organization. Your talk was very informative on how the Vo-Tech School may be able to serve our various needs.

Sincerely,

NORTHEAST ARKANSAS PERSONNEL MANAGEMENT ASSOC.

Cathy McCarron

Cathy McCarron
Secretary

CLM/tes

St. Bernards Regional Medical Center

224 East Matthews Jonesboro, Arkansas 72401

February 23, 1982

Ms. Johnni Huckabee
Area Vo-Tech High School
1727 South Main
Jonesboro, AR 72401

Dear Johnni:

You were a most gracious hostess for the open house on February 9th. Alice and I thoroughly enjoyed the tour and the opportunity to meet many of the instructors and students. In addition, the refreshments were extra delicious.

Thank you for the effort and many hours that you and your associates spend to provide our area with such an excellent facility.

Sincerely,

C. E. Wilhoite
Director of Personnel

THE EXCHANGE CLUB of Jonesboro

P. O. BOX 175 JONESBORO, ARKANSAS 72401

May 7, 1982

MRS JOHNNIE BUCKAREE,
209 UNIVERSITY DRIVE
JONESBORO, ARKANSAS 72401

DEAR JOHNNIE,

THANK YOU SO MUCH FOR TAKING TIME FROM YOUR BUSY SCHEDULE TO COME TO OUR CLUB TODAY AND GIVE US A REALLY GOOD VIEW OF THE ROLE OF THE AREA VOCATIONAL TECHNICAL SCHOOL IN THE LOCAL EDUCATION PROGRAM. IT WAS A TRUE DELIGHT TO HAVE YOU JOIN US AND I HEARD SEVERAL VERY GOOD COMMENTS FROM OUR MEMBERS AFTER THE PROGRAM WAS OVER.

THANK YOU AGAIN FOR YOUR EFFORTS AND YOUR CONCERN. I DO HOPE YOU GET A GOOD RESPONSE FROM YOUR QUESTIONAIRRE.

SINCERELY,
EXCHANGE CLUB OF JONESBORO

DAN B. NICHOLLEN
PROGRAM CHAIRMAN

DBN/CA

ENCLOSURE: CERTIFICATE OF APPRECIATION

Dr Pepper Seven-Up Bottling Company
HWY. 25W AT WEST COURT STREET
P. O. BOX 875
PARAGOULD, ARKANSAS 72450

February 25, 1982

Ms. Johnnie Huckabee
Area Vocational Technical High School
1727 So. Main St.
Jonesboro, Ark., 72401

Dear Ms. Huckabee:

I was impressed during your recent program at Paragould Rotary Club with the types of study that you have for the High School Juniors and Seniors of our area. Our organization would be interested in courses of study for our people in the Electronic Data Processing and in the Appliance Service areas if these courses would ever be given at night.

Please notify me if you offer these courses at night.

Sincerely,

Herb Bland

HB/br

ANNIE CAMP MIDDLE SCHOOL
JONESBORO, ARKANSAS 72401

OFFICE OF
THE PRINCIPAL

February 18, 1982

Dear Johnnie,

I appreciate your coming to my class and telling the students about the Area Vo-Tech. School. We found your slide presentation to be both interesting and informative. Most of my students were totally unaware of the existence of the Area Vo-tech School; but because of your visit, we are all more informed about one of our educational facilities. Some of the students also mentioned seeing the various advertisements about the Vo-Tech School during National Vocational Education Week.

Thank you for your presentation.

Sincerely,
Bettye Gibson

National Employ the Handicapped Week

Has it become any less
Thank you for your interest, cooperation, and contribution in helping to make National Employ The Handicapped Week a success.
Annie McKnight
a Rose?

Community Challenge

Jonesboro's Rotary News

102

BIG WHEEL

DISTRICT NO. 615

CHARTER NO. 520 "SERVICE ABOVE SELF" JONESBORO, ARK.

FOUR-WAY TEST
1. Is it the Truth?
2. Is it fair to all concerned?
3. Will it build good will and better friendship?
4. Will it be beneficial to all concerned?

ROTARY BULLETIN

17 June 1982

NEW MEMBER prospects who have been submitted for membership are as follows:

J. R. Johnson	Manufacturing	Sheet Metal
J. Barry Maddox	Finance	Commercial Loans
Jim Hargis	Finance	Trust Officer

If you have any comments on any of the above, please contact a member of the Rotary Board within 10 days.

THIS WEEK's program will be the Ladies Night annual shindig. Lyn Bayless, phone 972-3091, is the person from whom tickets can be purchased. For those who find it impossible to attend, Secretary Kathleen will be positioned at Ramada Inn's Bowens Restaurant at noon Tuesday where the regular ticket table usually exists for you to sign an attendance card.

LAST WEEK, we were given a splendid overview of the facilities and services provided by the Area Vocational-Technical School located at the high school site by Mrs. Johnnie Huckabee, the community coordinator. She emphasized how the school could be of mutual benefit to both the area residents and to industry. She would welcome inquiries from industry on how they could participate. Call 935-9860 for more information.

DUES were erroneously described last week as due by the end of July. Your editor goofed, the dues are due by June 30. If you have not received your statement, please notify Kathleen.

MAKE-UPS, for having missed last week's country music show were made by John Haven at Jonesboro University and Marvin Adams (site unknown).

WHAT IT MEANS TO BE A SPONSOR - - - The club member you sponsor is an extension of your self and your own interest in and dedication to Rotary. Your example, enccuragement and friendship will go a long way toward ensuring his value to Rotary and its reciprocal worth to him and his family.

LOOKING AHEAD - - - You won't want to miss the Rotary meeting of June 22. The program will be our own master of photography, Tom McDonald. Remember, some of our best programs come from within.

HATS OFF, to Rotarian Jim Wiggins. Looks like he may be carrying the burden on program procurements and introductions. If he don't lose his notes before the end of June, ole Jim will have done an excellent job.

APPENDIX G

Needs Assessment Inventory
and
V.O.I.C.E. Pre/Post Test

COMMUNITY NEEDS ASSESSMENT SURVEY

The Area Vo-Tech High School is seeking your opinion regarding our educational program so that we might better serve the needs of the community. We would very much appreciate your cooperation in completing this questionnaire. It is not necessary for you to sign your name.

UNCERTAIN or NO OPINION	YES	NO		
____	38	62	1.	I am aware of the Area Vo-Tech High School in Jonesboro.
____	34	66	2.	Do you have knowledge of the location of the Area Vo-Tech High School?
22	29	49	3.	Are you familiar with the number of course offerings at the Area Vo-Tech High School?
30	40	30	4.	Do you feel the curriculum offerings in the school adequately meet the needs of the students?
25	38	37	5.	Do you think the curriculum offerings meet the needs of the community?
51	15	34	6.	Are you aware of the number of schools which participate in the program?
26	12	62	7.	Do you know the geographic area that the Area Vo-Tech High School serves?
32	10	58	8.	Are you familiar with the procedure for enrolling and the eligibility requirements for attending the Area Vo-Tech High School?
22	75	3	9.	Do you think the school should keep the community better informed about its' educational program?
____	34	66	10.	Are you aware of the vocational courses offered in the night adult program at the Area Vo-Tech High School?
22	48	31	11.	Do you feel students should have a saleable skill after completing a high school education?
28	43	29	12.	Do you think that high school students should have the opportunity to attend another school to get training that is not available in their local school?
20	26	54	13.	Do you feel more emphasis should be placed on vocational education?
40	36	24	14.	Do you understand the importance and purpose of the advisory committees for the Area Vo-Tech High School?
____	88	12	15.	Have you previously been involved in planning or serving as a resource person to the vocation technical program at the Area Vo-Tech High School??

Pre-Test / Post Test

V.O.I.C.E.

1. I am aware of the existance of a vocational technical high school in:

___ Blytheville
40 Marked Tree 10
30 Jonesboro 90
30 Newport

2. I would estimate the number of course offerings at the Vocational Technical High School to be between:

2 1-3
___ 12-14 81
61 4-7
___ Other
37 8-11 19

3. Which of the following courses would you expect to find at the Area Vo-Tech High School?

20 Data Processing 82
___ Electronics 78
___ Horticulture 71
___ Commercial Art 88
80 Typing 16
22 Commercial Food 92
72 Bookkeeping 14
18 Business Math 6

4. Which of the following schools do you think attend the area vo-tech high school:

___ Harrisburg 92
98 Jonesboro 100
___ Walnut Ridge 90
___ Trumann 90
95 Nettleton 96
___ Hoxie 90
28 Valley View 95
___ Brookland 94
___ Blytheville 5
___ Bay 91
___ Manila 10
35 Westside 96
___ Paragould 92

5. Eligibility for enrollment at Area Vo-Tech High School is limited to:

___(a) 9th grade students
___(b) 10th grade students
___(c) 11th grade students
12 (d) 12th grade students
78 (e) A combination of all grades 2
6 (f) A combination of 11th and 12th grade students 95

6. The number of Area Vocational Technical High Schools in the State of Arkansas is:

12 5 3
28 9 90
18 15 3
32 24 4

7. Which of the following are functions of an advisory committee:

28 Determine community needs 88
32 Develop hiring & firing practices of the staff 4
40 Assist in selection of course materials 86
52 Evaluate program 92
68 Support supervisor 98

8. Which areas of publicity do you feel would improve the community awareness and involvement in vocational technical education?

98 Newspaper coverage 98
92 Radio advertisements 97
89 Television coverage 96
82 Community & civic presentations 95
86 personal contact 98

9. Classes for adults are offered at the Area Vo-Tech High School:

30 During the regular school day
48 At Night 100
12 During the summer months
52 Classes for adults are not offered

10. The communities served by the area vo-tech high school could best enrich the program by:

12 volunteering to serve on advisory committees. 82
18 serving as guest speakers and resource people to specific classes 91
32 voting to increase taxes 38
9 providing field trips for related areas of the vo-tech school 89